



# TRAINING PLAN

Addendum A

**FY22**

**Illinois Department of Children and Family Services**

**Office of Learning and Professional Development  
(OLPD) Program Development 2020-2025  
Updated: Year 2 – FY22**

The learning and professional development priorities stated in this plan will improve the knowledge, skill and ability of employees, allied helping professionals, foster caregivers, and adoptive parents to perform their job and care for children; competently, ethically, and professionally.

For 2020-2025, learning and professional development programs will support the implementation of the following:

- Five-year and Annual Updates to the Federal Children and Family Services Plan (CFSP);
- Federal Child and Family Services Program Improvement Plan (PIP) as is Enacted;
- Director and executive staff program initiatives and priorities;
- Department compliance with national child welfare accreditation training standards of the Council on Accreditation (COA);
- Furthering the use of experiential learning to improve capacity through skill development;
- State Law and Court Training Mandates; and
- Federal Law, Federal Court Consent Decrees, and Orders.

For 2020-2025, the strategic direction for learning and professional development includes, but may not be limited to strengthening of the:

- Learning and Development:
  - Supporting the Department Strategic program goals:
    - Core Practice Model Installation
    - Enhanced Safety Assessment and Decision Making
    - Family First Implementation
  - Revision of the pre-service curricula for Foundations and Foster/Adopt PRIDE and expanded opportunities for in-service training
  - Expanded use of simulations and other forms of experiential learning  
Establishing twice a year mandatory training for all direct service staff and supervisors
- Programmatic Infrastructure:
  - Revisions to Rule 412 and creating a Procedure 412 that outline the operation of the Office of Learning and Professional Development –The revisions are currently going through the internal channels of vetting with the Department (Legal, Child and Family Policy, OIG)
  - Improvement of our internal continuous quality improvement (CQI); - Ongoing – In FY20 each OLPD administrator fully transitioned into the practice that all trainings had to have an evaluative component related to the efficacy of their deliverables. In year 2 of this plan, they will assess the efficacy of their CQI plans in comparison of their baseline data gathered in FY20 and make revisions.

Use of data to measure efficacy. – Ongoing - In year 3 the OLPD administrators will use data to measure the effectiveness of their programs and incorporate revisions into their programs. To assess the efficacy of participant learning, the Learning and Development team beta tested Learning Boosters following the Safety Reboot sessions and established knowledge check in self-directed learning courses. Booster Learning Technology is designed to help learners overcome the forgetting curve. They provide an additional level of learner support relative to recalling information and meeting learning outcomes. The learning boosters were staggered by training dates and delivered electronically to participants via their email addresses. Although the Booster Learning Technology did show an uptake of knowledge for the participants that responded, the number of participant responses versus the population of participants trained was low. OLPD has continued to utilize Learning Circles to reinforce and apply learning once staff returned/entered to the field after training and had an opportunity to practice what was learned. Learning Circles continue to be part of Placement and Intact Foundations, and you will be receiving a proposal for CFTM redesign shortly that makes use of Learning Circles (i.e. skill labs) for similar reinforcement and application purposes.

Specific learning and professional development programs which will be implemented to support the achievement of the Department's Strategic Program Goals includes, but may not be limited to the following:

**UPDATE:** DCP Foundations to date have included the following -

- Welcome by the Deputy of Child Protection to all participants added at the start of DCP Foundations classroom week;
- Provision and review of DCP User Guide for SACWIS – inclusive of in-depth instruction relative to prior history review;
- Updated Trainer Guide: Emphasis on “initial assessment” versus “meet the mandate”
  - (1) To emphasize practice of reviewing prior history of involvement as part of the initial assessment of the family;
  - (2) A change in the language used shifts thinking away from meeting the mandate/seeing the child to “stop the clock;”
  - (3) Use of “completion of the initial assessment” language suggests all contacts have been made to fully assess the safety of the child
- Updated Trainer Guide: Safety Plans
  - (1) Reiterates safety plans can only be implemented if there is enough evidence to warrant protective custody; plans are short-term (review of Safety Plan Memo / 3-week; timeframe); emphasis on plans being parent-driven;
  - (2) Provides an example of appropriate use of a safety plan including specific language;
- Update to Swapper system – allows participants to practice use of SACWIS both in Foundations as well as for documentation of Simulations case activities;

- Update to Simulations – addition of second investigation scenario; provides additional opportunity to practice engagement and assessment skills

A DCP Operations and OLPD administration workgroup was formed and has approved additional content for use in DCP Foundations inclusive of the following:

- Engagement Guides: Initial Introduction, DV Assessment, DASA Assessment, HSCL, Interview: CV Age 6, Interview: CV Age 15;
- Guide for use of photos in investigations;
- Contact Note Guides: Alleged Perpetrator, Child Victim

Use of the updated content began as a trial-run in Q3 for FY21 during the DCP Foundations course. The use of Engagement Guides also involved having participants complete role-play of engagement in breakout rooms. Regarding the enhancements, the facilitator has noted ease in incorporation of the material as a support to the existing DCP Foundations content. An administrative review was completed relative to where the material fit best in the current classroom schedule. A training of other DCP Foundations trainers over the content is scheduled for June 2021. Other pieces of the DCP Foundations update which remain under review are as follows:

- Shelter Care Petition/Court Referral Guide – being reviewed by DCFS Legal;
- Allegation Tab Guide – review by workgroup in process – not yet approved;
- Prior History/LEADS review note – review by workgroup in process – not yet approved

Foster/HMR Caregiver Trainings:

- The P.R.I.D.E. redesign project continues after setbacks due COVID and a complete turnover of the Learning and Development design team. The content has been broken down into five modules. Two of the five current modules are under review with the external stakeholders, two additional modules are set to roll out to external stakeholders in early May 2021 and work on module 5 will begin by mid-May 2021. The launch of the self-directed eLearning modules will be targeted for Q1 in FY22. Materials for the Instructor Led Trainings (Virtual and in Classroom) will be targeted for Q2 of FY22, COVID permitting.
- The HMR Orientation training (3 parts) began its launch to staff on April 28, with the final part, Part 3, going live on the morning of April 29. The public-facing Part 1 (for caregivers only) has also been launched but is only being tested at this time. The official “go live” date for that training continues to be Monday, May 10.
- Foster Parent Law is in the final stages of sponsor approval and is targeted to be uploaded to the VTC sometime within the next week. The target launch date for this training is Monday, May 17, pending all Q&A.

1. *Ongoing mandatory professional development.*

The Department has established mandatory ongoing professional development for all direct service staff and supervisors. In year one, the first of these mandatory trainings

will be the Safety Reboot outline in item. Topics for other trainings will be based on feedback from surveys, focus groups, and DCFS administrative direction based on available data and feedback from key stakeholders.

A cornerstone in this effort is in-service training in support of the Department's renewed focus on safety. Procedural revisions and learning strategies will support improving the skill and ability of staff to demonstrate improved decision-making to reduce the reoccurrence of maltreatment for children in that come into to contact with the Department through investigations, intact family services, or out-of-home care. The "Safety Reboot" was rolled out statewide in year 1 of this plan. To date the 92% of the target population have been trained. The Safety Reboot was the first installment in what is being rolled out in years 2 - 3 of this 5-year plan as the *Safety First, Safety Always* series. The 2<sup>nd</sup> installment, *"Engaging and Assessing Paramours"* is rolling out in June 2020. In years two 2 and 3 of this plan this series will address multiple training topics aimed at improving the quality of assessments and determinations connected to the outcome of safety.

**UPDATE:** Status Implemented as agreed - The *Safety First, Safety Always* series will include, not necessarily in this order, a schedule with target dates. We will be flexible in adjusting the topic based on updated data and practice trends:

1. Safety Reboot - 2-day In-person and Practice Focused - **COMPLETED** (3042 total trained; Combined completion rate off all direct service staff is 92%; the targeted completion rate was 85% based on staff turnover.)  
**July 2019 – December 2019 (Make up sessions January – March 2020)**  
Engaging and Assessing Paramours – 4-hour On-line Self-Directed w/Knowledge Checks (Note: Online due to COVID) **June 2020 – October 2020 (Make up sessions November 2020) - COMPLETED** (3122 total trained; Combined completion rate off all targeted direct service staff is 96%; the targeted completion rate was 85% based on staff turnover.)
2. *Engaging and Assessing Paramours* – Launched in July 2020 and by the end of December 2020, 3,759 participants had completed the training resulting in 92% of the targeted population completing the course.
3. Safe-sleep Practices – Length – 90-minute On-line Self-Directed w/Knowledge Checks (Note: Online due to COVID) **May 2021 – September 2021 (Make up sessions October 2021) – ROLL OUT ON TARGET**
4. Motivational Interviewing Skills – Length TBD In-person and Practice Focused December 2021 – April 2022 (Make up sessions April 2021) – REVISED ORDER AND TIMELINE BASED ON DEPARTMENT PRIORITIES
5. Accurate Assessment of the Impact of Complex Trauma on Safety – Length TBD In-person and Practice Focused June 2022 – December 2022 (Make up sessions April 2022) - REVISED ORDER AND TIMELINE BASED ON DEPARTMENT PRIORITIES

2. *Continued use and expansion of simulations (Pre-service and In-service).* Since the launch of the first simulation lab was launched by the Department in collaboration with the University of Illinois-Springfield (UIS) and has been operational for three years. To date, over 800 new investigative staff have been trained using the model between the simulation house at the Springfield and the site center located in Chicago. Year 2 and 3 will continue expansion to new and veteran permanency DCFS and private sector staff and supervisors, pre-and in-service training for foster/adoptive caregivers, and other key stakeholders in the child welfare continuum. Additional sites for new simulation centers will be evaluate in years 4 and 5 of this plan. Evaluation on the effectiveness of simulation in preparing newly hired staff and ongoing skill and capacity building for veteran staff and their supervisors and caregivers will be implemented and continued years 1 through 5 of this plan. The roll out to intact staff scheduled to begin in Q4 of year 1 of this plan was postponed due to the COVID-19 pandemic until in-person classrooms resume.

**UPDATE:** Status Implemented as agreed (Child Protection); Partial Delay (Intact and Permanency) – In FY21 the Department is contracting with university partners to open two additional simulation sites that will serve the Northern and Southern regions. Due the priority hiring of Child Protection Investigators in Q2, Q3, and Q4 of FY21, simulations have been focused on Child Protection new hires, trainees, supervisors and managers. In Q2 and Q3 of FY21, all Child Protection supervisors and area administrators received Problem-based Learning training using simulations. Once the hiring push for Child Protection staff has resolved, OLPD will move forward with the Intact rollout, which has been moved to year 3 of this plan and Permanency will be added in years 3-4.

3. *Continued (in-service) training in support of the Illinois Core Practice Model.* The Illinois Core Practice Model has been adopted as a cornerstone strategy for the Program Improvement Plan and will continue to be implemented across the state with evaluation of the impact on the CFSR outcomes over the next 2-years. The Illinois Core Practice Model, includes three training components related to Family-centered, Trauma-informed, and Strength-based practice, sustained use of this practice model to strengthen supervisory practice, and enhanced use of Child and Family Team Meetings. For the next four years, the Department will continue to install and build in systems to implement and sustain the components of the Illinois Core Practice Model through continued in-service training courses and workshops that will reinforce and support casework and supervisory practice. The evaluation of its impact will be measured through Chapin Hall and the Department's Division of Quality Enhancement.

In years 2-5 of this plan the Field Implementation and Support Program, (FISP) will have lead responsibility for training related to the Illinois Core Practice Model. In year 2, FISP will implement the *Supervisory Enhancement Series* in collaboration with Operations and the private sector agencies, to continue in-service training related to enhanced supervisory and managerial practices provided staff for new and veteran staff. The Supervisory Enhancement Series will be incorporated with the MOSP This training will occur as needed and requested by the field. FISP staff will be assigned to assess the

practice needs and develop a plan of action with the supervisor and administrator to enable a deeper understanding and application of practice, leadership, and practice enhancement. The FISP staff will also help identify and meet needs of continuing In-Service workshops to assist supervisors and managers in working with their casework and investigative staff.

**UPDATE:** Status Implemented as agreed – In Q2 and Q3 of FY21, the *Supervisory Enhancement Series* was launched with the Problem-based Learning training. In Q3, the *Foundations for Supervisors* was launched and is available to new and veteran DCFS and private sector staff. MOSP and Core Practice Model training/coaching is ongoing.

The multi-module Supervisory Skill Lab cohorts were scheduled to conclude in the 4<sup>th</sup> Quarter of FY20. Skill Labs are designed to and enhance supervisory practice overall following completion of the MoSP. The Supervisory Skill Lab used peer group discussion techniques, and application exercises to reinforce the learning content from previous supervisory development training such as Safety Reboot and MOSP to support the transfer of learning. .

**UPDATE:** Status Implemented as agreed – OLPD has supported Operations and the Officer of Employee Services to bridge the gap from Foundations to job performance in the field by aligning learning competencies with an Operations led field-based learning program (FBLP). The FBLP is being put in place to provide post-Foundations learning support which aligns with a monthly job performance assessment within the first 6-months of employment for DCFS staff. This is being connected back to the Core Practice Model through MOSP and Foundations for Supervisors where managers can support supervisor's implementation of the strategies, learning in Skill Labs and the supervisory trainings in their individual and group supervision with staff. This strengthens the administrative, developmental, supportive, and clinical skill sets as they onboard and assess the application of Foundations with their frontline staff.

4. *Training related to trauma-informed practices* provided by the FISP staff for new or reassigned caseworkers. This training will occur throughout the first year of a new or reassigned caseworker and will help reinforce the Initial (Foundation) training. FISP staff will work with the supervisors of new or reassigned caseworkers to enable a deeper understanding and application of trauma-related topics such as, but not limited to: Complex Trauma, Vicarious Trauma, Secondary Traumatic Stress, and Burnout. FISP staff will also help identify continuing in-service training needed by the new or reassigned casework employees.

**UPDATE:** Status Implemented as agreed – The training on trauma-informed practices continues through Foundations and the MOSP.

5. *Continued (Pre and In-service) Foundation training courses for new hires or reassigned employees* in the areas of:
  - Child protective services, including training on revisions to Rule 300; and to improve the skill and ability of staff to achieve the Department's PIP goal of

improvement in engaging parents and assessing family and children's needs (Goals #1 and #2);

- Family preservation (Intact Family) services (Goal #1 and #2);
- Training to improve the skill and ability of staff to achieve the Department's PIP Goal of increasing the capacity of foster parents to improve the overall well-being of children served by the Department and to build parental capacity (Goal #3 and #4);
- Foster care (permanency-placement) services. This includes improvement in staff skill and ability to achieve the Department's PIP Goal of improved timeliness of Family Reunification (Goal #3);
- Adoption and post-adoption services, including training to improve the skill and ability of staff to achieve timeliness of adoption (such as termination of parental rights, adoption placement, subsidized guardianship and adoption services) (Goal #3);
- Licensing of agencies, institutions, day care and foster care homes;
- *Training in support of casework and supervisory staff use and application of the Child and Adolescent Needs and Strengths (CANS).* and
- Child welfare supervision and management, including the implementation of the Department Model of Supervisory Practice (Goal #2 and #3).

To measure efficacy learning boosters were beta tested during the Safety Reboot and knowledge checks have been added on self-directed courses. This will be continued in years 2 and 3 with topics revised, added, or replaced based on the assessed need for continuous quality improvement.

**UPDATE:** Status Implemented as agreed – These trainings continue. Efficacy and customer success is being evaluated through feedback loops.

6. *Continued In-Service training workshops and courses in support of safety, well-being, permanency, and prevention.* This will include but not be limited to the following:

- Training in support of the federal Family First Legislation Initiative such as:
  - Motivational Interviewing, which has been selected as an intervention to support direct service staff in engagement of families to improve safety, permanency, and wellbeing outcomes.
- Training in support of the implementation of the Countdown to 21 Older youth programs, targeted to helping youth age 19 -21 make the positive transition from placement in Department care to independence;
- Training and mentoring support for youth in care regarding employment opportunities provided through the Department's Summer Foster Youth Employment Program;
- Supporting family connections through visitation of children with parents, siblings, and other family members and,
- Expanded Continuing (In-Service) professional development courses specific to areas of casework and supervisory practice such as:
  - services to Lesbian, Gay, Bi-Sexual, Transgender and Questioning (LGBTQ) youth in Department care;



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- Sexual health and prevention training for casework staff and foster caregivers;
- Services to child victims of Human Trafficking;
- Clinical services to victims of domestic violence;
- Clinical services to children and adults experiencing forms of mental illness, behavioral health needs; use and abuse of alcohol and other drugs;
- Clinical services to children and adults experiencing psychiatric hospitalization;
- Clinical services to children with development disabilities, including services to deaf and hard of hearing children and adult family members;
- Training in support of the Office of Racial Equity, including but not limited to the on-going training of regional Transformation Team members. This work supports the Department's work to address the disproportionate placement of children of color placed out-of-home in the State child welfare system, including the length of stay in foster care, and family reunification;
- *Training in support of the use of the Statewide Automated Child Welfare Information System (SACWIS)* and other information technologies and on-going training in the use of SACWIS and new information technologies.

**UPDATE:** Status Launch Delayed – OLPD continues to work with subject matter experts in the Office of Wellbeing to develop the curricula need to support the launch of the Family First prevention training. Six of the nine modules have content finalized and design is currently being done. The goal is for the design work on those modules to be completed in early to mid-June 2021. The last three modules are driven by the IT work that must be completed. Per the IT timeframe, the updates needed to SACWIS will not be completed until June 2021. Once received, those modules will then be designed in July 2021, pushing the Training of Trainers sessions to early August 2021. A late August launch is anticipated.

OLPD is actively facilitating the Department's efforts to create a more equitable child welfare system at every level. OLPD is providing support and resources to the Division of Diversity, Equity, and Inclusion in its preparation of a comprehensive plan designed to ensure equal access, services, and opportunities for employees, youth, families, and other stakeholders. OLPD is also assisting the Office of **Racial Equity Practice** in its work to transform Department institutional systems and structures which create and perpetuate racial inequities within the Department and racially disparate outcomes for youth and families of color, including the initiation of an Implicit Bias Training created by the Kirwan Institute For the Study of Race and Ethnicity at the Ohio State University and a corresponding information campaign. The **Implicit Bias Training** is anticipated to begin June 1, 2021 and will be mandatory for all Department and purchase of service agency staff.

7. *Continued (In-service) training in support of the Department of Affirmative Action program goals and program priorities.* This includes training for supervisors and staff on the subjects of affirmative action, sexual harassment, equal employment practices in hiring, promotions, etc. The work with the LGTBQ Roundtable will also be used to enhance our Affirmative Action courses.

**UPDATE:** Status Implemented as agreed – In Q1 of FY20 the Department entered into an agreement with the Human Rights Commission to offer their 3-part webinar series on working with **LGBTQ youth and families**. The series was offered as a required course for all direct service staff and supervisors. To date 4181 direct and support staff and have been trained representing 97% of the target population. In years 2 and 3 three additional content related to LGBTQ will be developed to supplement of augment existing content for staff and caregiver curricula. The efforts continue towards the new LGBTQ+ training and it was well received by the review team. OLPD is working with an external consultant to finalize content gaps and needs. A new draft of the content is set to be delivered to the review team in May 2021 with a revised anticipated launch of the self-directed learning modules for staff and caregivers anticipated in July 2021.

8. *Continued Long-Term Title IV-E training* through colleges and university social work and human sciences schools in support of the Department efforts to recruit and retain a qualified workforce. This includes the Department's efforts to recruit college students for casework and supervisory careers with the Department, including Latino students with language skills in both Spanish and English. The Department will expand the Title IV-E Long Term Education Program in partnership with colleges and universities to graduate students directly to casework and supervisory jobs. This will not only provide a well-trained workforce, but also meet the recruitment needs for the next five years and beyond. In Year 2 through 5 of this plan, additional public and private universities will be added to the current list of Colleges and University Partners. (See attached Exhibit A for the list of active and in development Partnership Universities).

Update: Status Implemented as agreed – At the submission of the last report, 4 university partners that joined in in FY19 were not reflected on the list. In Q1-Q3 of FY20, 4 additional universities joined for a total of 17 reflected in the chart below entitled "*Exhibit A*". By March 2021, a total of 22 universities have identified as part of the university partnership program or in development to begin their partnership in the program. A vendor consultant was brought onto the contract by UIUC during the third quarter of FY20. Part of the vendor's scope of work was to provide consultation and research towards this workgroup's goal. The workgroup continue into the fourth quarter as it formulated a proposal to the Department. However, prior to the developed proposal being reviewed by the Department, an education stipend pilot was launched that provided had duplication in some areas with the proposal. The workgroup tabled efforts in light of the stipend program.

Beginning with the 2021-2022 academic year, the Department will initiate the Pat McGuire **Child Welfare Education Fellowship Pilot Program** to provide educational stipends to eligible undergraduate students in their junior or senior year enrolled in a Bachelor of Social Work Program ("BSW") or eligible graduate students enrolled in a Master's of Social Work Program ("MSW") at a participating public university in Illinois. The amount of a stipend is up to a maximum of \$10,000 each academic year for a maximum of two academic years, up to a maximum total of \$20,000 for the two academic years combined

for each eligible student. The stipends must be used to pay the costs of tuition, university fees, and books. As a condition of receiving a stipend, eligible students must enter into agreements with the Department in which they agree to, inter alia,: (i) complete the BSW or MSW course of study in which the eligible student is enrolled at the participating university, (ii) become a licensed Child Welfare Employee in Illinois prior to graduation, (iii) accept full-time employment in a direct services position at a Department purchase of service agency located anywhere in the State within six months of graduation and, (iv) maintain full-time employment in a direct services position at a Department purchase of service agency for at least 18 months for each academic year the student received a stipend from the Department. Stipend recipients who fail to complete the Program education and employment requirements must repay the stipends received from the Department. The Pilot Program will last six academic years. The Department currently has four participating universities and a total allotment of 50 stipends, which will be allocated to participating universities at the beginning of each academic year.

9. *Continued (In-Service) training in support of program priorities of the Department Director and Executive Staff*, and legislative mandates, including but not limited to such safety, permanency, well-being, and prevention programs as may be required.

**UPDATE:** Status – Implemented as agreed. This will be subsumed under item 6 in this plan.

10. *Continued (In-service) training in support of the Court Improvement Project* of the Administrative Office of the Illinois Courts (AOIC); including training of Judges, States' Attorneys, and other Court personnel targeted to the goals of the AOIC, and the DCFS PIP.

**UPDATE:** Status Discontinued – AOIC sponsored their own trainings for legal staff.

11. *Continued (In-service) training in support of the Office of the Inspector General Title IV-E and IV-B error reduction training* in support of Department goals for Safety, Well-being, Permanency, Prevention, and Accountability. This training is based upon agreed findings, recommendations for training in specific casework practice topics, and is updated annually.

**UPDATE:** Status Implemented as agreed –This will be subsumed under item 6.

For 2020-2025, for all types of training, the attached Training Plan and Cost Allocation (Excel Worksheet) includes the following:

- a) A description of the initial in-service (Foundation) training program for new or reassigned employees, foster and adoptive parents. This includes the content and scope of classroom and work experience components of the training, as well as the duration of the initial training period and the specific supports given to new or reassigned employees during the initial training period;

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- b) Description of long-term IV-E training and education for individuals preparing for employment in colleges and universities;
- c) Description of short-term IV-E on-going (continuing) in-service training and professional development for staff, foster and adoptive parents;
- d) Description of short-term IV-E training for new trainee groups created under PL 110-351, which amended section 474(a)(3)(B). This includes: court personnel; agency attorneys; attorneys representing children or parent; guardian ad litem; relative guardians receiving kinship guardianship assistance; court appointed special advocates representing children in proceedings in such courts in ways that increase the ability of such current and prospective parents, guardians, staff members, institutions, attorneys and advocates to provide support and assistance to foster and adopted children and children living with relative guardians, whether incurred by the Department or a contracted agency;
- e) The Cost Allocation Methodology Used to Estimate Costs; and,
- f) The state has reviewed the approved Public Assistance Cost Allocation Plan (PACAP) and contracts to assure the costs of IV-E training for the new trainee groups are identified, measured, and allocated.

This training plan will be reviewed and revised annually to remain responsive to the administrative and learning needs of the Department.

## **Part II**

Please refer to the Excel Worksheet entitled **2020-2025 Illinois Title IV-E and IV-B State Training Courses with Cost** for information required to be in the Training Plan.

FY22 Training Plan of the Office of Learning and Professional Development  
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Exhibit A referenced in update #8: **FY21 University Partnership Progress**

<b>Educational Institution</b>	<b>Status</b>
1. Aurora University	Active Partner
2. Dominican University	Active Partner
3. Governors State University	Active Partner
4. Illinois State University	Active Partner
5. Loyola University	Active Partner
6. Northeastern State University	Active Partner
7. Northern Illinois University	Active Partner
8. University of Illinois at Chicago	Active Partner
9. University of Illinois at Urbana/Champaign	Active Partner
10. University of Saint Francis	Active Partner
11. Saint Augustine College	Active Partner
12. Lewis University	Active Partner
13. Western Illinois University	Active Partner
14. University of Illinois at Springfield	Set to Launch Fall 2021
15. Southern Illinois University, Carbondale	Set to Launch Fall 2021
16. Bradley University	Set to Launch Fall 2021
17. Lincoln Christian University	Set to Launch Fall 2021
18. Olivet Nazarene University	Hope to Launch Fall 2022
19. Eastern Illinois University	TBD—Developing Courses
20. Southern Illinois University, Edwardsville	TBD—Determining Best Time to Launch
21. Greenville University	TBD—Contact Initiated FY21Q2, Still reaching out about program
22. National Louis University	TBD—Developing Courses